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SURVEY OF CHALLENGES FACING STUDENTS WITH VISUAL IMPAIRMENT IN SEBETA SCHOOL FOR THE BLIND

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Table of Content

List of tables

Abstract

The purpose of this study was to indentify challenges facing students with visual impairment in Sebeta School for the Blind. Available and random methods were used in this research. Teachers, students, caregivers and directors were participants in this study. Mixed research design was used in this study. Data were gathered through interview, observation, FGD and questionnaire. The reliability of the questionnaire was 0.72 which was measured by using Cronbach Alpha. The data, which were obtained through questionnaire, were analyzed by descriptive statics and the data gathered from observation, interview and FGD were analysed in narration form.

The major challenges facing students in Sebeta School for the Blind were shortage of Braille materials, rare follow up from care givers for students in academic activities, teachers lack of training about the teaching method of students with visual impairment, shortage of Special Needs Education teachers in the school, low competency of students and teachers Braille skill, absence of counselling and guidance services, inappropriate training on mobility and orientation for students .

The research recommended that the school principal had better fulfil Braille materials, give training for teachers on Braille skill and teaching method of students with visual impairment, provide appropriate mobility and orientation and counselling service in collaboration with the Sebeta Special Needs Education College, district and regional educational bureaus. Care givers had better follow students in academic activities in addition to the non academic services.

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CHAPTER ONE

INTRODUCTION

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1.1.Backgroud of the Study

Education plays a key role in developing an individual's talent in any society. This makes the individual to be relevant in both the public and private sectors. As a result, the education sector will be proud of available managerial skills for the development of the nation's economy. However, there are global challenges which must be met in order to attain this goal. People with visually impairment need education which will minimize the effect of their disability and develop their powers and potentials adequately. People with visual impairments do not need pity and sympathy. They can never live comfortably on these and as such what they need is improved opportunities for education so that they can have increased versatility in employment. Farouk (2003) stated that education is a social benefit regarded as the right of every citizen. He stressed further that individuals must be given equal opportunities to education.

The right to education is ensured in the Universal Declaration of Human Rights. Accordingly,(UNDHR 1948), Article 26 state that everyone has the right to education because education is the road to equality. Without education people cannot be adequately employed in productive work that is a means of allowing a person to contribute to the development of a country as well as a means of personal development. Compared to early times, the modern period gives great emphasis for education. Persons with different kinds of disability as well as persons without disability have the opportunities to attend in learning situations. Among these different kinds of disabilities are children with visual impairment.

The fundamental learning procedures of people with visual impairment do not differ from those of the sighted children (Taylar and Sternberg, 1989). Impression of the world is perceived through all our senses. More impression reaches the brain for interpretation through the senses of sight than other sense organs. While the other senses play important parts in man's development and education, the loss of serious impairment of vision takes away him\her the chief medium of learning. Regarding this point, (Zah,1982) state that 85% of what is learned is acquired through eyes .Visual impairment not only creates influence on the learning activities of an individual but also on his physical, mental, emotional, social and opportunities aspects. Vision is the major channel through which people perceive their

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environment and the relationship of themselves and objects within it. It is clear that people with low vision cannot function effectively and as a result they require more help. Chandra and Gilbert (2010) found that almost three quarter (3/4) of a child's early learning comes through vision and that over one third (1/3) of adult visual cortex responds to visual stimuli. This tells us that vision is not only very important for early development in infancy, but also that visual information is used and processed by many different parts of the brain.

In Ethiopia, the historical development of school for blind was rooted within the Orthodox Church, which gave traditional education . Since instruction was given orally and reading and writing were kept to a minimum, it was possible for students who are blind to follow the traditional type of education. Therefore this oral method of teaching opened the way for teaching of the students who are blind. Unlike traditional education in modern education in developing countries like Ethiopia PWVI encounter different kinds of problems like lack of special training, unavailability of educational materials, inadequate guidance and library services, difficulty of getting enough information on different subjects and problems related to mobility etc (Tirussew 2000).

At present, as far as the researcher know there is no study about academic challenges facing students with visual impairment in the case of Sabata Primary School for the Blind. Although the issue is very important for the overall development of all children with visual impairments, various stakeholders, including the local urban administration, the family, the school and the society at large, gave not so much attention to it.

According to estimates of World Health Organization (WHO), 10 percent of world populations are persons with physical disabilities (WHO 1981 cited in ENDAN 2011). Similarly, evidences indicate sizable numbers of people with physical disabilities in Ethiopia. According to 2007 census, out of 73.7 million people, 805,492 people with physical disabilities are found in Ethiopia (CSA 2007). Notwithstanding this, many agreed that the number of people with physical disabilities in the country constitute 10 % of the total population while still others also suggest their number to goes beyond 10 % given the country's long lasted civil war and poverty (Institution of the Ombudsman 2010).

Ethiopia is believed to have one of the world's highest rates of blindness and low vision. Based on the current estimated population size of Ethiopia, which is 75 million, overall there are 1.2 million blind people, 2.8 million people with low vision, and 9 million children 1-9

years of age with active trachoma (CSA 2007). Denier (2010) states that including children with visual impairments in the classroom involves teaching children who wear eyeglasses, lenses, or corrective patches; helping to identify children whose visual impairments have not yet been diagnosed; and adapting classroom programme for children who have non-correctable visual problems including limited vision and blindness.

1.2 Statement of the Problem

The process towards quality education needs strong efforts of all stakeholders in educational system. In Ethiopia bringing quality education is being faced by several challenges. The progress towards accessibility of special needs education should be based on the opportunity of all learners. Ethiopia is one of the countries that have ratified the International Convention on the Rights of Children in 1991. Accordingly the constitution of the Federal Democratic Republic of Ethiopia, article 9:4, states that all international agreements ratified by Ethiopia are an integral part of the law of the land. According to the Ethiopian Education and Training Policy (1994), expansion of quality primary education to citizens is not only a right but also a guarantee for development.

In Sebeta Primary School for the Blind students there are facing different challenges. As the researcher get data about the students average mark list from the record office of the school, most of the students' record below 50% and their mark is also the same. Their language skill is also insufficient i.e most of these students writing and reading skill is insufficient. Having problem in reading and writing is a serious problem in education because these skills are the main modes or ways of learning. A student can learn when he reads what is written and study also if he has the skill to read. In the same line he/she can reflect his/her ideas through writing. Inability to these skills can lead them to low achievements in their education and this in turn can be challenge to both education of students with visual impairments and to quality education. Most of the school's teachers are facing difficulty of checking students assignment, homework, providing short notes, and also with teaching method and classroom management of students with visual impairment. As the researcher observed, some teachers quarrel with their pupil redundantly. As the researcher get information from the vice director eighteen female students gave birth to unlawful marriage and they are facing difficulty in raring these children and with their educational activities. Moreover, due to the low/ insufficient money they earn from the school they rent dorm with a group of three to four member. Again as the

researcher observe when students walk in the compound they were facing difficulty to go properly where they want to go. Most of them do not use cane when they walk in the compound and due to this they are facing different obstacles and heated and confront with different things like cars, fences, gets and fall down in and on different things. As the researcher get information from the vice director most students complain in the class that they are hungry and exhausted and are not active to follow the lesson. As the researcher observe the students in the compound always they play with different things collecting from garbage as football on the roads in the compound and when they do so they face many difficulties. In addition their toilet is very dirty and let alone for them even difficult for other people without visual impairment. To solve the problems the factors or challenges behind these problems ought to be investigated. To bring quality education which is the goal of ministry of education. Identifying factors those behind these challenges and putting forward the solution is not only the right of the scholars but also part of their responsibilities.

1.3. Objectives of the Study

1.3.1. General Objective

To investigate challenges facing students with visual impairments in Sebeta Primary School for the Blind.

1.3.2. Specific Objectives

The specific objectives of the study were to:

- investigate teaching materials related challenges facing students with visual impairment in Sebeta School for the Blind.
- identify teachers related challenges facing students with visual impairments in Sebeta School for the Blind.
- investigate service provision related challenges facing students with visual impairments in Sebeta School for the Blind.
- investigate students related challenges related challenges facing students with visual impairment.

1.4. Research Questions

The following basic research questions were answered in the course of the study.

- What are teaching materials related challenges facing students with visual impairment in Sebeta School for the Blind?
- what are teachers related challenges facing students with visual impairments in Sabata School for the Blind?
- What are service provision related challenges facing students with visual impairment in Sebeta School for the Blind?
- what are students related challenges facing students with visual impairment in sebeta school for the blind?

1.5. Significance of the Study

The main purpose of this study was to investigate challenges facing students with visual impairment in Sabata School for the Blind. This study was aimed to increase knowledge on the challenges of students with visual impairment. In addition to the challenges cited in the literature, several other specific challenges as explored in this study may provide guidance in determining the gap between the policy and practical achievement of education in Ethiopia. From this perspective, the study may provide researchers with in-depth information about the specific challenges of students with visual impairment in their learning process.

Teachers of students with visual impairments can benefit from this study by being informed about the specific learning styles of visually impaired students. Parents can look deep inside the challenges and support their children by helping them adopt some of the solutions developed for students with visual impairment. The policy makers can deduct several lessons from the recommendation which will be forwarded. In addition the study can provide a better understanding and awareness of the educational needs of learners with impairment, useful information for boarding schools who are teaching students with visual impairment to improve the provision of available educational material and facilities to solve barriers for learners with visual impairment, serve as an additional information for other researchers who might be interested in investigations in this area; basic information for curriculum designers about learning needs of children with visual impairment and motivate boarding school directors, teachers and caregivers to accept and give appropriate services for children with

visual impairment. If the challenges are not investigated the problems of students with visual impairments might be staid unsolved.

1.6. Delimitation of the Study

This research was conducted in Sebeta School for the Blind in Sebeta City Administration. The study was focussed on identifying challenges facing students with visual impairment. Because of shortage of time and finance the study was not encompassed other boarding school in Ethiopia. Moreover the finding of the study may not going to generalize or stand for all boarding schools in Ethiopia, because challenges facing students with visual impairments in one boarding school may differ from the other.

1.7. Limitation of the Study

The study has some limitations. Few of the teachers who filled the research questions were unwilling to fill it and due to this they might tick the Lickert schale without understanding the questions. And moreover the researcher did not get the research done on the same topic for reviewing.

1.8. Operational Definitions

Challenges- in this study challenge refers to all things those hinders the all-round situation of students with visual impairment in Sebeta school for the blind.

Visual impairment- the students whose visual impairment ranges from partial site to blindness.

School for the blind- the school were only students with visual impairment learn and live.

Braille materials -in this research it refers to slate, stylus, Braille paper, Perkins and embosser.

CHAPTER TWO

2 REVIEW OF LITERATURE

2.1. Visual Impairment

According to Deiner, (2010: 457) visual impairment is defined in a variety of ways. The legal and medical definitions typically emphasize visual acuity, or how clearly the child can see. The term includes both partial sight and blindness. It may be mild or moderate to severe in nature. The educational definition emphasizes the extent to which the child can use his visual ability to read printed material for learning. The visual impairment that includes blindness is an impaired vision that, even with correction, adversely affects a child's educational performance. Learners who are with visual impairment are unable to read print and usually learn to read and write using Braille. The terms "low vision, partially sighted, legally blind and totally blind" are used by schools, colleges, and other educational institutions to describe learners with visual impairments. They are defined by Kumsa (2006:7); Smith and Polloway (2008:321) as follow:

Low vision generally refers to a severe visual impairment, not necessarily limited to distance vision. It applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. People with low vision use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille. They can be categorized as:

• Myopic - unable to see distant objects clearly, commonly called near-sighted or short-sighted,

• Hyperopic- unable to see close objects clearly, commonly referred to as far-sighted or long-sighted,

• Partially sighted indicates some type of visual problem, which necessitates that a person receives special education in some cases,

• Legally blind indicates that a person has less than 20/20 vision in the better eye after best correction (contact lenses or glasses), or a field of vision less than 20 degrees in the better eye; and totally blind learners learn via Braille or other non-visual media.

2.2. Challenges of Blindness

Many people with visual impairments are rejected by other people possibly because they might not have been regarded as normal in social instances. For instance, many children and youngsters with visual impairment tend to lack play skills, ask too many irrelevant questions, and engage in inappropriate acts of affection. Some of these individuals may exhibit other inappropriate anti-social behaviours, like rock moving their heads and hands strangely in space, and eye pock while sitting, walking and standing (Tirago 2012).

Cognition is largely a matter of developing concepts. Thus, many concepts are learned through visual means and learners with visual impairments have difficulty learning some concepts. They tend to be more passive and less inclined to go in search of new experiences, they develop few learning experience than sighted learners do. Learners with low vision may have restricted mobility and consequently limited experiences which may cause passivity and dependency and learned helplessness. One aspect of psychological functioning that may affect these learners is self-esteem. Self-esteem is related to a person's feeling of self-worth and value. It is a critical ingredient for lifelong happiness, success, and better life (Scott &Murry, 2001).

The social and affective needs of learners with visual impairment are unique because of the effects that loss of vision may have on the formation of their self-concept. Opportunities for appropriate modelling in social situations, involvement in recreational activities development of concepts about human sexuality, understanding and awareness of one's visual impairment may be lacking.

The above challenges affect the self-adjustment to disability. Self-adjustment to disability is defined as becoming aware of the limitations associated with it and accepting without dismay. In this regard, (Tefera, 2002) says "This doesn't mean any easy acceptance of handicap, where achievement is set at low level by static and conventional targets." This means self-confidence and developing the right concept of self-acceptance of one self, which is an important instrument for adjustment and well-being, may be hampered.

Attitudes towards people who are with disability, in general tend not to be too positive. Negative attitudes, perceptions and prejudices are some of the factors that cause poor public policies. They often affect the kind of rehabilitation and job training people with visual impairment receive. Low vision and blindness have a significant impact on the physical and

mental well-being of the affected individual. Individuals with impaired vision are less able to perform activities of daily living, less mobile, more isolated, suffer higher rates of depression, and consequently and they have a reduced overall quality of life when compared to their sighted counterparts. In addition, patients with visual impairments have higher mortality rates, and are more prone to accidents and falls. As a consequence, elderly individuals with low vision are more prone to injuries than their sighted counterparts. For example, low vision is a well-documented risk factor for hip fractures in the elderly resulting from falls. Because of these consequences and lack of encouragement they feel that they are incompetent in different activities.

2.3. Challenges in Educational Achievement

Engelbrecht, Oswald and Forlin (2006) points out the barriers to learning and participation. In school barriers to students with visual impairment can be caused by different factors including: a rigid curriculum, Socio-economic deprivation, communication problem, negative attitudes towards learners with visual impairment and unsafe built environment, inappropriate and inadequate support services, inadequate policies, non-recognition and the non-involvement of parents, inadequately and inappropriately trained teachers. This is to say challenges or barriers to students with visual impairment is not only from one direction it is from different direction and has different forms.

 Strengthening the above idea, (Purdue, 2009) explains that the challenge regarding students with visual impairments' educational achievement is brought about by exclusion, the barriers that get in the way of full acceptance and participation in education activities. These may include socio-cultural barriers such as physical and material barriers, for example poor building design, insufficient finances and lack of adequate awareness about surrounding environment. These may cause discrimination towards some individuals and groups to occur. The Ministry of Education (2002) and Ministry of Labour and Social Affairs (MOLSA) (2004) emphasize that the quality of education for students with disability may be affected by several variables that are observed in the school and out of the school, such as inflexible curriculum, inconvenient classroom, and physical facilities like seating arrangement, furniture and lack of teaching aids. In addition UNESCO (2007) elaborates on the inability of the curriculum to cater for the needs of these learners, insufficient preparation of teachers and education leaders, rigid and poor teaching methods and inadequate assessment procedures. As a result, schools and teachers find it difficult to accommodate learners with special needs and

they try to make them to adapt to the school, instead of adapting schools to the needs of the learners. So the challenges to students with visual impairment can grouped as human related challenges and material and physical environment challenges.

On the other hand, USAID/Ethiopia (2011-2015) explains that stigma often leads to a denial of access to services such as education, employment and health care. Many factors determine how visual impairments affect a child's learning experience. Age of onset and severity of vision loss as well as presence of multiple disabilities are some of the factors that make each child's situation unique. The causes of visual impairment and overall functioning level of a child also determine how the visual impairment affects a child's development. In general, visual impairment has cognitive, academic, social emotional and behavioural effects.

2.4. Challenges in Educational Adjustment

There are many social and environmental barriers that learners with visual impairment experience, including people's lack of knowledge about diversity. In line with this, Tefera (2002) assert that these barriers adversely affect the socio emotional development of children with visual impairment. Some of those are the environment, attitude of others and lack of acceptance by others. The environment is a factor that significantly affects the psychological functioning of children with visual impairment. The development is affected by different kinds of environment, including educational placement. During the formative years school is the main place for the social experience of these learners that puts a great deal of influence on their social development. It is, therefore, important to examine in general school arrangements specifically boarding school for the blind based on how well they enhance social and emotional development.

2.5. Environmental Challenges

The view that the greater the vision loss, the greater the delays in the reaching, crawling and walking. A child with limited vision does not develop the ability to localize sound and move towards it until the end of the first year. Motor development is further delayed by the child's inability to learn skills related to judging distance, direction, body position and object position in space. The children often develop strange ways of walking and positioning themselves because they have no visual reference points or models. In line with this, (Andrea and Farrent, 2000) state that children with visual impairment can experience many negative consequences such as feeling like an outsider because they cannot take part fully in activities, feel less than capable because they do not understand visual concepts fully and feel clumsy

because they drop things or bump into objects. All of these consequences can have the effects of lowering their self-esteem. Restricted movement within the environment, particularly for children with congenital visual impairment, can affect a child's development. Children with visual impairment often have limited interactions with their environment, less reason to explore interesting objects and as a result miss opportunities to learn (The Gale Group 2009). The delay in self-esteem development, judging distance, walking and etc can directly be strong challenges to students with visual impairment.

Shapiro, Moffett, Lieberman and Dummer (2005) explain how the perception of competence, or the ways in which a person thinks about himself or herself, influence initiation and mastery attempt in various domains of achievement including social acceptance and physical appearance. Learners who have difficulty in performing sport and physical activity skills, often have lower self-perceptions. These poor self-perceptions are likely to lead to a reduction in confidence in movement and often extend beyond the athletic domain, resulting in adverse psychological and social consequences.

2.6. Challenges Related to Teachers

Smith and Polloway (2008) acknowledge that teachers working with learners with visual impairment need to understand the nature of a particular student's vision problem to be able to choose appropriate accommodative tactics. These teachers need basic information related to: fundamental concepts of vision, visual impairment signs on possible visual problem, typical characteristics of learners with visual impairment and specific accommodative techniques for meeting these learners needs. In addition they have to use variety of textures, model, shapes, foods, ingredients, etcetera to replace visual material. It is recommended that a combination of simple self-made material and ready-made commercially produced teaching aids should be utilized (Wiazowski, 2009).

The psycho-social environment of a school can act either as a barrier to or opportunity for learning and development. The psycho-social environment of the school is strongly affected by the style and manner of leadership and management practices. Teachers' attitudes influence effective use of resources in the classroom and implementation of interventions to improve children's mental health in schools, their level of stress and burnout, and their learners' achievement and social emotional out comes. Children who have been exposed to bad experiences and stressful circumstances are considered at risk to develop bad attitude and

behaviour. Resilience is an individual's ability to cope with stressful situations and it can be learned or developed in school, in the family or in the community. Teachers can make a difference in the life of their learners by teaching them how to deal with stress and strengthen them .

2.7. Challenges Related to Parents

Attitudes of parents are well known to influence the self-concept of children with visual impairment. In turn, the self-concept of the child will determine his/her school performance. Therefore, counselling has to be a twin process of counselling the parents and encouraging students with visual impairment to perform better. Gearheart (2003) draws attention to the fact that research has pointed towards parental reactions such as over protection, which is the phenomenon most commonly seen in affluent parents. The parent experiences guilt and shame and does everything for the child thus destroying his/her initiative and autonomy. Brothers and sisters may have negative reactions. They may not play with the child, read to him/her or take him/her out. All this gives rise to open and distinct resentment, which may occasionally explode into outburst of anger or protest.

On the other side Tanzila (2012) emphasizes that parent involvement is extremely important to maintain a productive educational programme for children with visual impairment. All professionals working with people with disability are advised to establish a good parent-professional partnership for the welfare of the children. Parents should be involved in every stage of the programme such as planning individualized educational programmes for their children in homes and evaluating progress of their children. Studies have shown a clear connection between the qualities of parent-child to harness social- intellectual development. Being together implies not only physical closeness but social, emotional contact and transmission, guided perception of meaning in the form of concepts, language and thoughts. It means understanding of the world around shared procedures to analyse and solve problems as well as the perspective and communication of experiences with relation to the other people

2.8. Challenges Related to Reading and Writing Difficulties

The majority of learners with visual impairments require slightly more time than other learners to perform certain tasks. For example, given their low vision, they may be unable to quickly find an item or the first line on a page. It often take them longer to completely make out what they are seeing or understand what is being discussed. Some learners with a visual

impairment gain an overall image from fragments they perceive whereas sighted learners gain this insight "at a glance". In addition, they will often be required to use specialized equipment (telescope, magnifiers, text enlarger), which is more time–consuming. Learners with low vision and cortical visual impairments may require change in the print size and type face. Some learners may use a combination of media-visual, tactile, audio or electronic (e-text) to enhance or support the primary reading mode (Wiazowski, 2009). In line with this, (Bosmall, Gomple Vervlned and Van bon, 2006) cited in Smith and Polloway (2008) indicate that even though learners with visual impairment learn similarly to their sighted peers their inability to process visual information efficiently results in their needing specific curricular and instructional modifications.

2.9. Challenge Related to Lack of Coordination in Service Provision

Education is viewed as the shared responsibility of the home and the school. Parents should be included as active members of the support team as early in the process as possible. Educational priorities identified by family members should be a primary consideration. To develop a high quality visual learning environment, each school's community members, teachers, support staff, parents and learners with disability must work together in a consistent, coordinated and corporative manner. Kumsa (2006) also stated that it is the responsibility of the whole school/community to act as a unified team to minimize visual ability problems and to maximize child participation. Studies conducted by Sharma and Furlonger (2010) have found that within the field of mentoring collaboration with colleagues and administrative support can increase new general education teacher commitment. Furthermore, collaboration among general and special educators has been found to be the only factors that relate to teachers' positive response towards education of children with visual impairments.

Earleharma, Sharma and Loreman (2009) have found that a growing number of family support specialists and urban educators are moving away from the terminology of "parent involvement". This is because in reality, many parents and families still feel isolated and are not getting enough support through care, education and training for their children with disability. Persons with disabilities are still side-lined in mainstreaming decision making in most societies. Quality education is fostered by collaboration between educators and families. Coordination of all team members, including family members, helps to assure a shared focus on learners' success. An appropriate service provision should be a collaborative process involving the child, the parent and relevant service providers from the departments of

education, health, and community services. Human Resources and Employment, Justice and other relevant agencies should also play a big role.

Preparing teachers for regular class teaching has undergone a major pedagogical shift in recent years. Training institutions are now required to ensure that pre-service teachers are competent to cater for the needs of an increasing range of diverse learners. The teachers of learners with visual impairment must be able to provide support and collaborate with family members and other members of the instructional team who work with learners. They must be able to convey professional opinions in a diplomatic, collaborative manner in order to ensure that appropriate programmes are recommended for the student with a visual impairment (Hamzeh, 2008).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. The Research Design

The researcher used mixed research design. The source of this study were primary and secondary sources. The primary data was collected from, teachers, students, the school principal as well as from caregivers and secondary data was collected from the school's record office.

3.2. Research Site and Population

Sebeta is one of the towns in Oromia regional state of Ethiopia. It is situated at 25km west of Addis Ababa along Jimma road. Sebeta town is located within approximate geographical coordinates of $8^0 53'58.50''N\_8^0 59'58.17''N$ latitude and $38^0 35'11.91E\_38^0 39'33.75E$ longitude. The total area that is covered by the current topographic map of the town is estimated to be 7.41 Sq Km (CSA, 2010 in Dejene Nigusie, 2011).

The town has nine Kebeles.The population and housing census of CSA 2010 estimated the total population of Sebata Town to be 61,461.

However, the report obtained from Finance and Economic Development Office Indicate that the total population of the town and rural village administrated under municipality is 114,674 (FEDO, 2011).

3.3. Participants

Sabata primary school for the Blind has two hundred fifty six students. Out of this one hundred fifty six are females and the left one hundred are male students. There are thirty teachers in Sabata School for the Blind. Twenty two of these teachers are females and eight of them are males. There are sixteen sections in the school. Each grade has two sections (all one to eight grades have A and B sections). So there are sixteen homeroom teachers. In addition there are ten caregivers in the school. One of them is male and the left nine caregivers are females. The researcher used available and random sampling method in selecting teachers, caregivers, principals and students participants. The researcher used random sampling method in selecting eight of the homeroom teachers (five females and three males) and five caregivers (four females and one male) as participants of the study. The researcher used

available sampling method in selecting directors of the school. By using available sampling the researcher selected both directors because vice director mainly work on academic issues and the main/ head director works on management issues. From the one hundred fifty six female students by using random sampling method the researcher selected thirty students from all grades (four students from grade one, from grade two to four two two students, and from grade five to eight five five students). Again by using the random sampling method, from the one hundred male students the researcher selected twenty students from all grades. From each grade one and two four students and from each grade three to grade eight two students.

3.4. Instruments

Interview, FGD , questionnaire and observation were data-collecting instruments used in this study. The researcher used the questionnaire as the major data collecting instrument and interview, observation and FGD as supportive data collecting instruments. The researcher selected this data gathering tools purposefully to collect appropriate data, which help to achieve the intended objectives. The researcher prepared the instruments first in English and translated to the participants vernacular language i.e. Afan Oromo. The researcher conducted Pilot study before distributing the questionnaire to the main respondents of the study to check the validity of the questionnaire. The reliability of the questionnaire was also measured by using Cronbach Alpha. The reliability of the questionnaire was 0.72 which shows that the reliability of the questionnaire was good.

3.4.1. Questionnaire

The questionnaire was prepared in the form of Likert Scale and administered to the sample teachers. It was used to collect data about the challenges related to: scarcity of teaching materials, service provision, students and teachers. The respondents can freely participate and provide relevant information about family condition because unlike interview, which takes place in a face-to-face interaction, questionnaire gives freedom for the respondents to provide the right information and it is less expensive as the researcher does not interview all the respondents. Moreover, questionnaire saves time, human and financial resource and provides greater anonymity in some situation when very important questions asked to produce data that cannot be gained through other data gathering tools, it helps to increase the likelihood of obtaining accurate information   (Ranjit,1999).

3.4.2. Focus Group Discussion

Focus group discussion was one of the data collecting instrument used in this study. It was held with students participants. The FGD was held in groups of five and each groups has ten members. The researcher selected FGD to strengthen the data gathered through questionnaires. The researcher held the FGD with sample students after school and in three sessions. By using this instrument the researcher collected data about care givers related challenges, mobility and orientation related challenges, teachers related challenges and family related challenges. Focus group discussion can yield almost infinite varieties of meaningful information and it can easily stored (Bhandarkar &Wilkinson, 1992). The researcher can shape the form of the focus group discussion based on the answer of the respondents to get relevant information. Based on the answer of the participants the researcher can shape the form of focus group discussion which were not prepared before (Ranjit, 1999). This means if the participants answer is not clear it gives a chance for the researcher to make the participants to elaborate the questions more by making the point of the discussion clear for the respondents.

3.4.3. Observation

Observation is a research tool that can be a supplement when careful preparation has done and the data are thoroughly and carefully described. The description must be factual, accurate and thorough. Like interviews, observation is also a primary source of data collection. Observation takes place in the natural field setting instead of a location designated for the purpose of interviewing. Secondly, observational data represents a first-hand encounter with the phenomenon of interest rather than a second hand account of the world obtained in an interview. The data are collected in the field, where the action is, and as it happens (Merriam, 1998 cited in Human, 2010).

Observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. Observation is an everyday activity where we use our senses (seeing, hearing, touching, smelling, tasting) but also our intuition to gather bits of data. Observation in this research was used to enable the researcher to gain a deeper insight into and understanding of the experience observed (Best and Kahn, 2006). Observation in this study was focussed on investigating challenges related to: caregivers, mobility and orientation. This means how they move in the compound of the school, weather orientation is given or not for them, do they use library or not and the suitability of the sport field.

3.4.4. Interview

Interview was one of the supportive data collecting instrument used in this study. This interview was held with both vice and head directors of the school. It was used to collect data about challenges related to care givers, teaching materials, teachers and students. In addition the interview was held with care givers to collect data about whether they follow and help students to do their home work, assignment, and arrange study plan for them or not, whether they help the students to use library or not.

Based on the answer of the interviewees the researcher can create or form other interview questions which were not prepared before. (Ranjit, 1999). This means if the interviewees answer is not clear it gives a chance for the researcher to make the interviewees to elaborate the questions more by making the interview questions clear for the respondents. The researcher prepared the interview first in English and translated to the participants' vernacular language (Afan Oromo). The researcher gave the interview questions to two experts to help in correcting and translating process of the interview.

3.5. Data Collection Procedures

After the preparation of instruments for the data collection was finished, it was administered to the respondents accordingly. All the respondents was informed well about the purpose of the study i.e. to identify challenges facing students with visual impairment in Sabata School for the Blind. The questionnaire was administered to the selected teachers at their break time in the school by the researcher. The interview was held with vice and head directors at their break time. However for the caregivers appoint was arranged and the interview was held with them accordingly.

3.6. Method of Data Analysis

All the data obtained through the means of the selected instruments was organized and presented by using table and number. The data collected from home room teachers through questionnaire was analysed by using descriptive statistics data analysis (SPSS version 20). And all the data collected through interview, FGD and observation were analysed in narrating form.

3.7. Ethical Consideration

This research was conducted by taking all ethical issues of research in to consideration. Participants of the study was briefed about the purpose of the study and asked for their consent to participate in the study. The participants was told that over all the data gathered

from the questionnaire and interview do not expose the identity of the them. The interview was conducted separately and in private. The issue of confidentiality was also assured to the participants of the study and implemented accordingly.

CHAPTER FOUR

4. RESULT AND DISCUSSION

This chapter deals with analyses and interpretation of data obtained from sample participants through questionnaire, observation, focus group discussion and interview.

4.1. DEMOGRAPHIC INFORMATION OF PARTICIPANTS

Table 1 Homeroom Teachers Demographic Information

No	Item	Male	Female	Total
		No	No	
1	Sex			
2	Age			
	30-35	1	1	2
	36-40	1	1	2
	41-45	1	2	3
	46-50	0	1	1
	Total	3	5	8
3	Teaching experience in the school (in years).			
	1-5		1	1
	6-10	1	1	2
	11-15	1	2	3
	16-20	0	1	1
	>21	0	0	
	Total	2	6	8

As shown in table 1, the respondents teaching experience in Sebeta School for the Blind ranges between 5 to 20 years. So it is possible to say they have relevant information about academic challenge that students faced and facing is valid.

Table 2 . Demographic Information of Caregivers

No	Item	Male	Female	Total
		No	**No**	
1	**Sex**			
2	**Age**			
	30-35		**2**	**2**
	36-40	**1**	**2**	**3**
	Total	**1**	**4**	**5**
3	**Working experience as caregiver**			
	1-5			
	6-10		**1**	
	11-15		**2**	
	16-20	**1**	**1**	
	>21			

As shown in table 2, the care givers working experience in the school is ranged 6 to 20 years. So, they might have lots of experience about challenges students with visual impairments are facing.

21

Table 3. Demographic Information of Students

No	Item	Female	Male	Total
		No	No	
1	Sex	30	20	50
2	Age			
	5-10	6	10	16
	11-15	9	6	15
	16-20	15	4	19
	Total	30	20	50
3	Grade			
	1	4	4	8
	2	2	4	6
	3	2	2	4
	4	2	2	4
	5	5	2	7
	6	5	2	7
	7	5	2	7
	8	5	2	7
	Total	30	20	50

As shown in table 3, the students participants are selected from all grades. So the information about academic challenges students are facing was obtained from all grade levels.

4.2. RESULTS

4.2.1. Teaching Materials Related Challenges

Table 4. Frequency distribution of teachers responses on teaching materials related challenges

No	Items	Agree		St/ agree		Disagree		St/ disagree	
		F	%	F	%	F	%	F	%
1	There is no scarcity of Braille materials					2	25%	6	75%
2	There are enough reference materials in library	2	25%			6	75%		
3	Text book is given for students individually							8	100%
4	Tape recorder is being given for students who cannot read and write because of nerve problem							8	100%
5	Tables and chairs are suitable for students	3	37.5			5	62.5		

As shown in table 4, all the respondents revealed that there are scarcity of Braille materials. The interview held with directors also show that there are scarcity of Braille materials. Moreover the vice director said:

Sometimes some NGOs donate Braille materials such as slate, stylus and Braille paper and we share it for our students. But most of the time since we cannot afford the coast of these Braille materials the students are forced to buy t by themselves.

The FGD held with students also shows that there are scarcity of Braille materials. The students who participated in the FGD said that we have to buy the slate and stylus because the

23

school do not give for us. Again the information revealed from the vice director and FGD shows there is no embosser, Perkins and abacus which are essential Braille materials.

Regarding the existence of enough reference materials in the school's library, 25% of the respondents revealed there are enough reference materials and 75% of the respondents revealed that there is no enough reference materials in library. The information obtained from FGD held with students also indicated there are scarcity of reference materials in library.

Moreover the students who participated in FGD said:

The reference materials in the our school is very few. When we want to read the reference materials we should use it turn by turn or we should use it in groups of four to five members. Specially it is very difficult when we want to read the reference materials to do assignment and for further knowledge.

Regarding the question whether text book is given for students individually or not, all the respondents revealed that it is not being given individually. In addition the students those participated in the FGD said the text book is given for them in a group of four or five members. In addition one of the students who participated in the FGD revealed the following:

In this school we have never given text book individually. The school give the text book for us in a group which has three to four member. We were asking them redundantly to distribute the text book in a group which has not more than two members but they never do it. The distribution of book like this is too difficult for us to use.

Regarding the question whether tape recorder is being given or no for students who cannot read and write in Braille because of having nerve problem all the respondents revealed that there is no tape recorder, then it is not being given.

Regarding the suitableness of table and chair in the class, all of the respondents revealed the tables and desks are not suitable for students. The students who participated in the FGD also said the desks and tables are not suitable for them. In addition they revealed that the tables are not suitable , specially for lower grade students because most of the tables are spoiled so that not suitable to write on.

4.2.2. Teachers Related Challenges

Table 5. Frequency distribution of teachers response on teachers related challenges

No	Item	Responses							
		Agree		st/agree		disagree		st/disagree	
		F	%	F	%	F	%	F	%
1	There are few teachers who can read Braille	2	25	6	75				
2	There are few teachers who can write in Braille	2	25	6	75				
3	There are few teacher who are SNE graduate			8	100				
4	Awareness on how to teach SWVI is being given							8	100

As shown in table 6, regarding the teachers skill in reading Braille 25% of the respondents revealed teachers can read Braille and 75% of the respondents revealed that there are teachers cannot read Braille. Regarding the teachers' skill in writing in Braille 25% of the respondents revealed that there are teachers who cannot write in Braille. The interview held with the directors about teachers' Braille skill revealed that only three teachers have Braille skill.

Regarding the existence of SNE graduate teachers in the school all the respondents revealed that there are few teachers of SNE graduate. The directors were also asked whether there are teachers' of Special Needs Education in the school, they said, "There are only three SNE graduate teachers."

Regarding the question whether awareness on how teach students with visual impairment is being given or not all the respondents revealed that awareness on how to teach students with visual impairment is not being given. The result of the interview held with directors also shows awareness on teaching students with visual impairment is not being given. They said:

Based on the interest of our teachers, we were asking the Sebeta Special Needs Teachers Education College to give for us training on how to teach students with visual impairment and on Braille skill but they have not given for us ye

25

4.2.3. Service   Provision Related Challenges

Table 6. Frequency Distribution of Teachers Response on Service Provision Related Challenges

No	Item	Responses							
		Agree		st/agree		disagree		st/disagree	
		F	%	F	%	F	%	F	%
1	Sex education is being given for students					2	25	6	75
2	Mobility and orientation is being given for students	3	37.5			5	62.5		
3	Care givers follow students on academic activities	2	25					6	75
4	The school has guidance and counselling services							8	100
5	Parents often visit their children	2	25					6	75

As all the respondents revealed sex education is not being given for students. In addition the information revealed from FGD held with students show that sex education is not being given for them. The interview held with the vice director shows that sex education is not being given for students, because of this above twenty females give birth to unlawful baby. The directors were asked why they give birth to unlawful baby and they said:

Because of the money they earn from the school. By the four hundred birr they earn monthly from the school they cannot rent house alone or individually so to solve the problem most of the time they rent a dorm by groups.

Regarding mobility and orientation 37.5% of the respondents revealed that orientation and mobility is being given and 62.5% of the respondents revealed that mobility and orientation lesson or awareness is not being given for students. The students who participated in FGD also said mobility and orientation awareness is not being given for us. In addition the interview held with the directors also shown that orientation and mobility lesson is not being given for students. Moreover they said:

Mobility and orientation is not being given for our students. But there is an old leady in our school who is trying to give the service due to helping the students but she has no enough know how of the mobility and orientation.

26

Regarding the question whether caregivers check help students on academic activities, all the respondents revealed that care givers do not follow the students. The students who participate in the FGD also whether caregivers ask them whether they have homework, assignment, project and help and guide to do it. They said:

Their care givers do not follow them whether they have home work, assignment or not. Always they do not even speak about academic issues. Mostly they focus on services like feeding us and cleaning our room.

Regarding the existence of guidance and counselling service all the respondents revealed that there is no guidance and counselling service in the school. The focus group discussion held with students also shows there is no counselling and guidance service in the school.

Regarding parents visit all the respondents revealed that the parents do not visit their children. The directors said:

Even there are some students whose parents do not visit them for long years or since they entered the school. Many parents do not visit their children except few. Once they bring their children to the school most parents do not like to take their children back even at their break. Due to this many children stay in the school even during summer time.

4.2.4. Students Related Challenges

Table 7. Frequency Distribution of Teachers Response on Students Related Challenges

No	Item	Response							
		Agree		st/agree		Disagree		st/disagree	
		F	%	F	%	F	%	F	%
1	There are students who cannot read Braille	8	100						
2	There are students who cannot write in Braille	8	100						
3	Students do not use cane in the school's compound	6	75			2	25		
4	Students spent most of their after school time on studying	3	37.5			5	62.5		

As shown in table 7, regarding the existence of students who cannot read Braille all the respondents revealed that there are students who cannot read Braille. For the question

whether there are students who cannot write in Braille or not, all the respondents revealed that students who cannot write in Braille.

Regarding the students use of cane in the school's compound 75% of the respondents revealed that students do not use and 25% of the respondents revealed that students use cane in the compound. Regarding the question whether students spend their time on studying after school, 37.5% of the respondents revealed students spend their time of after school on time and 62.5% of the respondents revealed that students do not spend their time of after school on time. The caregiver who were participated in the interview said:

Most of the time students do not spend their time of after school on studying or doing other academic activities. They like mostly walking here and there in the compound. And others like sitting alone and in groups.

4.3. Discussion

This section encompasses the discussion of the different challenges facing students in Sebata school for the Blind. Teaching materials, caregivers, students and teachers related challenges facing students in Sebeta School for the Blind were discussed under this section.

4.3.1. Teaching Materials Related Challenges

There are scarcity of Braille materials in the school. There is no embosser and Perkins at all and there are scarcity of slate and stylus. Teachers of students with visual impairment should use embosser and Perkins to prepare notes for students and students themselves have to use it to increase their academic performance. In line with this (Huebner, K. M., Merk-Adams, B., Stryker, D., & Wolffe, K. 2004) stated that in order to access print information, students with visual impairments must be trained in the use of a number of adaptive devices, methods, and equipment that are collectively referred to as assistive technology. Some of this technology allows access to information presented on a computer while others are devices to be used independently. Therefore since these are essential elements of Braille materials the scarcity of these materials can be academic challenge facing students in sebeta school for the blind.

The scarcity of text book was another challenge facing students in sebeta school for the blind. Text book is one of the major teaching material that student should get individually. It is difficult for students to do home work, read or study since a text book is given for them in group. So it is possible to say the scarcity of text book a challenge facing students in sebeta school for the blind.

Desks and tables in the school's classes are not suitable to write and read on it. The desks and tables should be suitable for students unless it can disturb them when they write and read on it. In contrary with this, (Huebner, K. M., Merk-Adams, B., Stryker, D., & Wolffe, K. 2004) assert that materials, desks, and other objects in the classroom should be maintained in consistent locations and should be suitable for students with visual impairment. Therefore one can say that the unsuitableness of desks and tables in the classes can be challenge to students.

Another teaching materials related challenge was absence of tape recorder for students who cannot read and write because of nerve problem. Students who have nerve problem and cannot read and write in Braille should get tape recorder. So it is possible to say the absence

of giving tape recorder for students who cannot write and read in Braille because of nerve problem is one of the challenges facing students in sebeta school for the blind.

The scarcity of reference book in library was another teaching material related challenge facing students in sebeta school for the blind. Students should get enough reference material from library to increase their academic capacity. In line with this, (Caton, Hilda, Ed.,1991) stated that, supplementary literacy tools, such as books and materials are helpful as students approach tasks requiring increased reading and writing skills in education. So, it is possible to say the scarcity of reference materials in the library can be challenge facing students in sebeta school for the blind.

4.3.2. Teachers Related Challenges

Majority of the teachers have no Braille skill. But since they are teachers of students with visual impairment they have to have Braille skill. To prepare short note for students, to check the students home work, assignment etc Braille skill is very important for teachers. Therefore teachers lack of Braille skill can be a challenge students are facing.

Majority of the teachers in the school are not Special Needs Education (SNE) graduate teachers. Teachers who are graduated in SNE have more awareness and knowledge about children with visual impairment than teachers who are not graduated in SNE do. In addition training on teaching method of students with visual impairment is not being given for teachers. The roles and responsibilities of the teachers of students with visual impairment are unique and varied and require a broad base of professional knowledge and the ability to respond with flexibility to changing conditions and student needs (Correa-Torres & Howell, 2004). Therefore it is possible to say the existence of few teachers who are graduated from SNE and lack of training on teaching methods of students with visual impairment can be challenges students with visual impairment are facing.

4.3.3. Challenges Related to Service Provision

Lack of awareness on mobility and orientation was found one of the challenges students are facing. Students have to get awareness on mobility and orientation to use different services like library, sport field, toilet and to avoid physical harm. Some students in the school sometimes because of absence of mobility and awareness encounter different problems like arm and leg broken and wounded on their head and different parts of their body and absent from class for treatment for some days and weeks. The student's orientation and mobility

specialist and teacher of students with visual impairments can assist with room arrangements and to the school compound familiarization (Turnbull, A.,Turnbull, R. & Wehmeyer, M. L., 2007). Therefore we can say inappropriate provision of awareness on mobility and orientation can be challenges students are facing.

Another challenge was absence provision of sex education. Some students have gave birth to babies of unlawful marriage because of lack of provision of sex education. They are raring babies and following their education which can decrease their performance. Children with visual impairments follow the same pattern of sexual development as sighted children and they need to receive the same information about sexuality like understanding of the basic physical concepts of sexual intercourse, conception, pregnancy, and the birth process. They also need to learn about contraception and abortion. They need to know how AIDS and other sexually transmitted diseases are transmitted, prevented and treated (Correa-Torres & Howell, 2004). So it is possible to say absence sex education provision can be academic challenge of students.

Care givers were not following the students whether they study, do home work and assignments. Most of the time children need follow up that can increase their academic performance. So one can say absence of follow up of care giver can be one of the challenges students are facing.

4.3.4. Challenges Related to Students

Some of the students in the sebeta school for the blind cannot read Braille. Since Braille is one of the major modes of learning for students with visual impairment in ability to read what is written in Braille can be a challenge for students with visual impairment. Again there are some students who cannot write in Braille. Inability to write in Braille skill can affect skill of writing and in the same time expressing their idea in written form. So one can say inability to write in Braille is one of the challenge students with visual impairment are facing.

Most of the sebeta school for the blind students are not using cane in the school's compound. The use of cane is to protect themselves from different obstacles and to direct them where they want to go safely. When they walk without cane in the compound they face different difficulties like falling down and harmed, go to unsafe areas, face difficulty in going where they want to go. So it is possible to say students walking in compound without cane can be challenge they are facing.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter summary of the major findings of the study, conclusion drawn on the basis of findings and recommendations that were assumed to be useful in alleviating academic challenges facing students in Sebeta School for the Blind were presented.

5.1. Summary

The main purpose of the study were to identify academic challenges facing students in Sebeta School for the Blind. The study used mixed research design. Questionnaire was the major data collection instrument. And interview, FGD and observation were supportive data collection instruments used in the study.

The researcher used purposive and systematic sampling method in selecting participants from the population. The researcher used descriptive and narrating data analyzing method. From the data analyzed the following major findings were drown.

The scarcity of Braille materials, text books and reference materials and unsuitableness of desks and tables were found as academic challenges related teaching materials.

Absence of awareness and training provision on orientation and mobility, absence of care givers follow up on students academic activities and absence of parents visiting their children were investigated as academic challenges related to lack of service provision.

Absence of training on teaching method of students with visual impairment and scarcity teachers who are graduated in SNE were identified as teachers related challenges.

5.2. Conclusion

This study was designed to answer four questions. Based on the findings discussed so far, the following answers were found. Educational materials are basic requirements for students including students with visual impairments. However the result of this study shows that there are scarcity of Braille materials like slate, stylus, textbook, embosser, Perkins, taperecorder and reference materials in sebeta school for the blind.

Teachers of students with visual impairments have to have skills in reading and writing in Braille, how to teach students with visual impairment. But in sebeta school for the blind except three teachers the rest twenty seven teacher have no Braille skill.

All students in a given school have to get counselling and guidance on sex education, how to study, do different activities, mobility and orientation. This servecises are very important and must for students with visual impairment. However in sebeta school for the blind almost these services are not being given.

Since Braille is the most mode of learning for students with visual impairment students with visual impairments have to have this skill. But in sebeta school for the blind there are many students who cannot read and write in Braille. In addition students with visual impairments have to use cane to protect themselves and to go where they want safely and properly. However, most of the students in sebeta school for the blind are not using cane when they walk in the school's compound.

Absence of training on the teaching method of students with visual impairment and scarcity of SNE graduated teachers can be challenges to students. Teachers who have no skill how to teach students with visual impairment may use inappropriate teaching method which cannot be suitable for these students. Braille materials like embosser and Perkins had better exist in the school to help students to practice in writing in Braille and change other soft copies in to Braille. Providing tape recorder for students who cannot read and write in Braille because of having nerve problem is important. Since they cannot read and write the best solution to help them is providing them tape recorder. To increase the ability and interest of students' reading skill it is better if enough reference materials exist in the library

The absence of provision of sex education can make students not to follow their education properly. So to make students to increase their academic performance it is good to provide them sex education.

5.3. Recommendation

Based on the findings of the research the following recommendation was forwarded

❖ The school's directors in collaboration with the district, regional educational bureaus had better fulfil Braille materials like slate, stylus, Perkins and embosser for students.

❖ The school directors had better distribute textbook for students individual.

❖ The school directors in collaboration with the district and regional educational bureaus had better provide tape recorder for students who cannot write because of nerve case.

❖ Regional and district educational bureau in collaboration with Sebeta Special Needs Education College had better give training for teacher on Braille skill and how to teach students with visual impairment.

❖ Caregivers should advice and help students in studying, doing home work and assignment.

❖ Caregivers in collaboration with school directors had better to make parents to visit their children as much as possible.

❖ The school directors in collaboration with Sebeta Special Needs Education College had better give training for students on mobility and orientation.

❖ The school director have to help students using cane in the school compound.

❖ The school director in collaboration with Sebeta Special Needs Education College had better work to boost students Braille skill on reading and writing.

❖ The school director, the school teacher and caregivers had better work together to make students to spent some of their time after school on reading and other academic activities.

Teachers had better trained on teaching method of students with visual impairment. The school director had better arrange training program for teachers in collaboration with Sebeta Special Needs Teachers College. Teachers who will be employed in the school should include SNE graduates. The school director in collaboration with the district and regional educational

bureau employ SNE graduate teachers. Text book should distributed for students individually. It is not easy to use in group to use the book for students with visual impairment. The school director in collaboration with stakeholder had better buy embosser to alleviate the scarcity of text book and the scarcity of reference materials in the library. To make the students to do their home work, assignment and study care giver ought to follow the students regularly. It is good if the school management in collaboration with the district and regional educational bureau consider change the desks and tables in the class rooms. Moreover teachers had better trained in Braille skill. The school director incollaboration with Sebeta Special Needs Teachers College have to provide training for teachers on Braille skill.

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7. PPENDIX

A. Teachers Questionnaire

SEBETA SPECIAL NEEDS TEACHERS' TRAINING COLLEGE

DEPARTMENT OF SPECIAL NEEDS EDUCATION

Questionnaire to be Filled by Teachers

The purpose of this questionnaire is to collect data about challenges facing students with visual impairment. Since the success of this study depend on your genuine response, kindly provide objective responses for all items included in this questionnaire. Kindly note that you are not expected to write your name in any part of this questionnaire.

Thank you in advance for taking your time to complete this questionnaire.

Part one

General Background Information

Direction: kindly indicate your response by putting the right (□) mark in the provided box.

1. Sex: male □ female □

2. Age : 20-25□ 26-30□ 31-35□ 36-40□>41-45□ 46-50□ 55-60□ >60□

Part .2

Direction: there are choices to show your agreement. To show your agreement put the "x" sign in the box provided under the agreements. The agreements are represented by numbers as follow.

1=Agree 2=strongly agree

3=disagree 4=strongly disagree

No	Items	Agreement			
	Part 1. Questionnaire on Braille materials	1	2	3	4
1	There is no scarcity of Braille materials				
2	There are enough reference materials in library				
3	Desks and tables in class are suitable for students				
4	Text book is given for students individually				
5	Tape recorder is being given for students those cannot write because of nerve problem.				
	Part 2. Questionnaire on Teachers Related Challenges				
1	There are few teachers who can read Braille				
2	There are few teachers who can write in Braille				
3	There are few teacher who are SNE graduate				
4	Awareness on how to teach SWVI is being given				
	Part 3. Service provision Related Challenges				
1	Sex education is being given for students				
2	Mobility and orientation is being given for students				
3	Care givers follow students on academic activities				
4	The school has guidance and counselling services				
5	Parents often visit their children				
	Part 4. Students Related Challenges				
1	There are students who cannot read Braille				
2	There are students who cannot write in Braille				
3	Students do not use cane in the school's compound				
4	Students spent most of their after school time on studying				

B. INTERVIEW FOR PRINCIPALS

Interview Question will be Held with principals of the   school

Personal Information

Age   _____

Sex   _____

Qualification _____

Years of experience   _____

Guiding questions

1. What are the possible educational challenges facing students with visual impairments?

2. Are there teachers in this school who are certified in SNE? If no can it be educational
   challenge to students with visual impairment?

3. Are there recreational centres and materials?

4. Is there counselling and guidance service by somebody who is qualified in this field?

5. Is the money being given for students who are living outside the boarding school enough?

6. Do teachers have Braille skill? If no how do they assess their students? Example: how can
   they assess their students ability of writing, expressing things and etc?

7. Is training ever given for teachers about disability in general and specifically about
   visual impairment for teachers?

8. Do teachers ever trained about the teaching method of students with visual
   impairment?

C. STUDENTS FGD

FGD Held with Students with Visual Impairment

Personal Information

Age _____

Sex _____

1. Is there challenges you are facing in the teaching and learning process? If yes mention them.

2. Is basic Braille materials being provided for you , like slate, styles and Braille paper?

3. Do your parents visit you? If yes, how often?

4. Have you enough home utilities, like, clothes, bed, tables ext?

5. Do caregivers ask you whether you have or not home work or assignment and do it or not regularly?

6. Have you facing challenges in moving here and there in your school's compound? If yes, what challenges are you facing?

7. Is your text books written in Braille? If not, can it a challenge to your learning?

8. Is there reference books written in Braille in your school's library? If no, can it be a challenge to your learning?

D. Observational Checklist

Observational Checklist used to Identify Challenges Facing Students with Visual Impairment

No	What to be observed	Yes	No
1	There are lots of things being challenges to their mobility		
2	There is no enough recreational centres		
3	There are few recreational and playing materials		
4	Classroom environment		
5	Doing what they spend their after school time ?		